

VIRGINIA STANDARDS OF LEARNING

Spring 2008 Released Test

GRADE 6 READING

Form R0118, CORE 1

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Directions

Read the passage. Then read each question about the passage and choose the best answer. Fill in the circle on your answer document for the answer you have chosen.

SAMPLE A

Mia’s Art

- 1 Mia rushed home and threw open the front door. Her mother whirled around, surprised that Mia was home from school so early. “I won first place in the art contest!” she said with pride.
- 2 Though Mia had been working eagerly on her art submission for weeks, her mother wasn’t sure what the project involved. “That’s wonderful, Mia! What was the subject of your art project?” her mother asked.
- 3 Grinning from ear to ear, Mia handed over her artwork. It was a portrait of her mother.

This story is mostly about Mia —

- A** working on a project at home
- B** choosing a new art project
- C** winning an art contest
- D** completing a painting

Directions

You do not need to read a passage to answer the following question. Read and answer the question.

SAMPLE B

Read these sentences.

Michael was almost ready to leave when he realized that he had misplaced his keys. After searching for ten minutes, he found the keys in his backpack.

What does the word misplaced mean?

- F lost
- G changed
- H broken
- J hidden

**Go to the next
page and continue
working.**

Directions: Read the story and answer the questions that follow.

A Different View

- 1 Twelve-year-old Quinterro stood at the edge of the mountain pass high above the city of Lima, Peru. He aimed his binoculars at the city below. It was late afternoon, and lights were starting to sparkle. Quinterro scanned the streets and the buildings, letting the binoculars bring the busy place into focus for him. He picked a mark on the old main street of Lima, adjusted the lenses, and stood still for a few minutes.
- 2 Lowering the binoculars, Quinterro looked back at his family. He squirmed as he thought of his life, day after hot summer day, watching the llamas. Supper was cooking slowly on the fire. Quinterro's older brother Ireneo was talking quietly to his father. Behind them the llamas munched on the scrubby mountain grass. Quinterro sighed. His family seemed so content. Why couldn't he feel the same? Operating a llama caravan over the mountain wasn't exciting, but there were some benefits. He ran through the list in his head: trading old toys for new ones, keeping in shape for school sports, gazing across the city every chance he had. Quinterro looked down at the binoculars in his hand.
- 3 "Quint!" exclaimed Ireneo. "I've told you a million times to pay attention!"
- 4 Ireneo was scrambling toward the llamas. Quinterro aimed the binoculars toward the mountain pass only to see that he was too late. Another caravan with llamas had reached the clearing, and the day's peace was instantly disturbed. The new llamas smelled the other animals and bolted. Quinterro watched as a girl his age chased after one of the jumpy animals, and then he looked back at his brother. Ireneo had climbed partway up a steep incline to reach the nervous llamas.
- 5 Hurrying across the clearing to help, Quinterro shifted his binoculars so they hung down his back. He and Ireneo led the llamas back to the clearing, and Ireneo gave the strap around Quinterro's neck a slight tug.
- 6 "I thought you needed these to watch for other caravans," Ireneo shouted with irritation.
- 7 Quinterro did not respond to Ireneo. Instead, he glanced around until he spotted the girl he had been watching earlier. She spoke in a soft and gentle voice. She seemed to be making friends with the llamas. Quinterro headed back across the clearing.
- 8 "I think they're almost calmed down," the girl said as Quinterro approached.
- 9 "Ours too," Quinterro said.
- 10 "My name is Marta," the girl said.
- 11 Quinterro introduced himself. For a minute, there was nothing but the sound of llamas chewing grass. Then the girl spoke. "I'm curious," she said. "Do you do this all the time?"
- 12 "My family does. I help out during school breaks," Quinterro said.

- 13 Marta smiled. "I live in the city, and every day I look up at these mountains and wonder where they go. This place looks so beautiful from below. When my cousin said he was joining a caravan, I begged to come along."
- 14 Quinterro simply stared at her, disbelieving what he had heard, but Marta didn't seem to notice. He was surprised that anyone would choose to leave the exciting city for the quiet mountains.
- 15 "The city looks so different from up here," Marta said as she looked down.
- 16 A thought occurred to Quinterro, and he took the binoculars from around his neck. "Try these."
- 17 He passed the binoculars to Marta and then turned to look down at the city. When not magnified, the city looked smaller and duller. He was just about to ask for his binoculars back when Marta spoke.
- 18 "I think they're broken," she said.
- 19 Curious, Quinterro reached for the binoculars and held them to his eyes. The bushes in front of him were huge like green mountains. He saw every leaf and every branch in vivid detail. He aimed the binoculars at the llamas, at the mountain pass, and then at his family. Everything seemed bigger, closer, and more defined.
- 20 Next, he aimed the binoculars at the city below. It was completely out of focus. Quinterro adjusted the lenses to focus them on the city. With a smile, he handed the binoculars back to Marta.
- 21 "They're not broken," Quinterro said. "It depends on how you look through them."

1 In the beginning of this story, Quinterro stops watching the llamas because he is —

- A** trading his old toys
- B** searching for lost llamas
- C** looking at the city
- D** talking to his brother

2 Read the dictionary entry.

con•tent (kŏn'tĕnt') *n.* **1.** Something inside something else, usually plural. **2.** The subject matter of a written work.
(kən-tĕnt') *adj.* **3.** Pleased with one's situation. **4.** Ready to adjust or accept.

Which meaning of the word content is used in paragraph 2?

- F** 1
- G** 2
- H** 3
- J** 4

3 In paragraph 6, what does irritation mean?

- A** Feeling anger
- B** Needing comfort
- C** Showing sadness
- D** Expressing surprise

4 The main reason Quinterro gives Marta the binoculars is to show her —

- F** the details of the mountains
- G** why the city seems dull
- H** a closer view of the city
- J** how he watches over the llamas

5 From the girl's actions in paragraph 7, the reader may conclude that she —

- A** prefers to remain silent
- B** likes being with animals
- C** wants to learn about shepherds
- D** is shy around new people

6 In paragraph 7, which of these *best* describes the girl?

- F** Caring
- G** Fearful
- H** Playful
- J** Bored

7 Reread paragraph 21.

“They’re not broken,” Quinterro said. “It depends on how you look through them.”

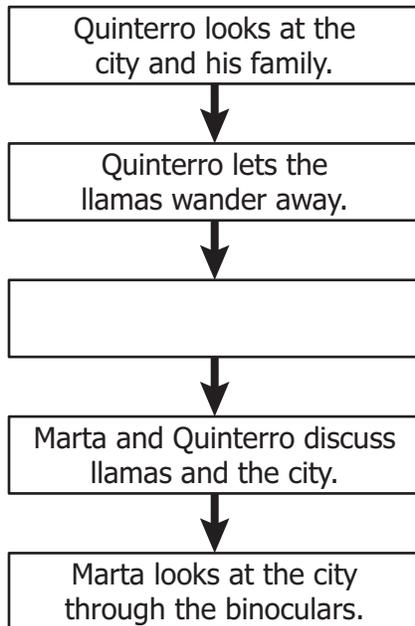
What does Quinterro mean?

- A** Mountain life is more appealing than living in the city.
- B** Everything becomes clearer when the binoculars are not used properly.
- C** People can see the same things in different ways.
- D** The landscape should be viewed without the help of binoculars.

8 Which is the main conflict of this story?

- F** Marta thinks that the binoculars are damaged.
- G** Quinterro wishes for the more fascinating life of a city.
- H** Ireneo wants his brother to watch the llamas more closely.
- J** Quinterro disagrees with Marta’s opinion of the mountains.

9 Look at this flow chart.



Which event belongs in the empty box?

- A** Quinterro sees the large leaves on the bushes.
- B** Ireneo talks quietly to his and Quinterro's father.
- C** Marta looks through the binoculars upside down.
- D** Quinterro and Ireneo lead the llamas into the clearing.

10 Why did the author *most* likely write this story?

- F** To show how viewpoints can change
- G** To tell why llama caravans should not meet
- H** To explain how friendships can be made
- J** To describe what city life is like

Directions: Read the flier and answer the questions that follow.

Echo Cove Cave Club



Discover a Breathtaking Underground World

FOR THOSE WHO LOVE

... Caves

... Rocks

... Fossils

... Adventure

... Surprises

... Exploring

... & Fun

**LOOK
AT ALL
THE ACTIVITIES
MEMBERS CAN DO**

Exploring Caves – Suit up with a helmet and light, and take a Cave Crawl. Bring your own kneepads. Learn about equipment used by cavers and rules for safe cave exploration. Spend the morning viewing stalactites—rock formations that hang from the ceiling—and their opposites, stalagmites.

Caves – Learn how changes in underground rock formations cause openings and caverns to develop. Find out how acidic water dissolves limestone to create caves.

Cave Alive – Take a look and learn about bats, salamanders, and other interesting creatures that inhabit caves. See crickets, crayfish, and even beetles. Learn why raccoons like to live in caves.

Fossils – Learn how remains of ancient plant and animal life became embedded in rocks, and discover how they provide clues about Earth's history. Examine fossils in the cave.

Pan for Gold – Search for gold as you dip your tin miner's pan into the cave channel. Scoop up a pan of sand, mud, and gravel and let the water wash away all but the heavier gold.

Cave Manners – Learn how to preserve and protect beautiful, interesting, and educational caves. Learn why bats should not be disturbed when they are hibernating. Understand and practice the rules. Never go caving alone. Take nothing but pictures; leave nothing but footprints.

There are endless treasures to discover underground—treasures you can find nowhere else on Earth. Fascinating cave formations in a variety of colors and shades hang from cave ceilings. Their slow formation has resulted in fantastic, odd-shaped passages and beautiful calcite formations that seem to drip down the walls or grow from the cave floor.

JOIN TODAY AND RECEIVE THESE EARLY-BIRD BENEFITS:

- A membership card.
- A membership certificate.
- A *Caves and Caverns* activity book.
- A quarterly newsletter with games, activities, and special offers.

THAT'S NOT ALL. MEMBERS ALSO RECEIVE:

- Free unlimited admission to Echo Cove Cave.
- One-week Echo Cove Youth Camp enrollment at half price.
- Ten tickets for you and your friends to a private "off-the-beaten-track" tour of the cave.
- Two free admission tickets to Echo Cove Cave for friends or family members.
- Admission to "Caves Around the World" lectures given by world famous cavers every month.

11 Read these words from the last section of the flier.

Free unlimited admission to Echo Cove Cave.

In which word does un- have the same meaning as it does in unlimited?

- A** union
- B** unexpected
- C** universe
- D** underneath

12 Which question is answered in the “Exploring Caves” section of this flier?

- F** Which animals live in caves?
- G** How are caves created?
- H** What equipment is used?
- J** What fossils are found in caves?

13 Which of the following summarizes the section “Caves”?

- A** Acidic water seeping through cracks dissolves fossils.
- B** Natural processes cause underground formations.
- C** Strange creatures are found in openings.
- D** People can become hurt while exploring.

14 From the section “Cave Alive,” the reader may *best* conclude that —

- F** caves are formed by acids
- G** caves are animal habitats
- H** narrow caves are beautiful
- J** cave fossils are fun to study

15 According to the “Fossils” section of this flier, fossils help people —

- A** make imprints of plants and animals
- B** see what rocks inside caves look like
- C** learn how cave formations are made
- D** understand living things from the past

16 In the “Pan for Gold” section, channel means a —

- F** stream or riverbed
- G** trench or valley
- H** waterway connecting two seas
- J** pathway for communication

17 In the “Cave Manners” section of this flier, the sentence “Take nothing but pictures; leave nothing but footprints” means —

- A** walk on footprints left by creatures in caves
- B** keep caves exactly as they were found
- C** contribute to pictures left on cave walls
- D** use cave-digging tools to carve holes

18 Which section in this flier indicates that members’ friends can also benefit from Echo Cove Cave Club?

- F** Exploring Caves
- G** Cave Alive
- H** Pan for Gold
- J** That’s Not All

19 The text in the shaded box is used to communicate a sense of —

- A** fear
- B** wonder
- C** satisfaction
- D** confusion

20 When panning for gold, which of these results from water rushing through sand, mud, and gravel?

- F** Heavier materials are left behind.
- G** Mud blocks the flow of water.
- H** Rocks hide valuable materials.
- J** Sand floats on top of the water.

21 Young people who join Echo Cove Cave Club today receive all of the following EXCEPT —

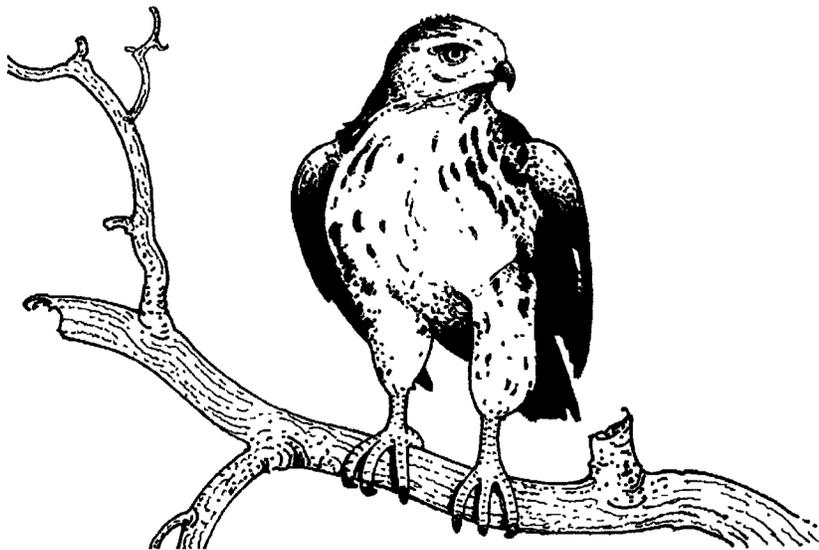
- A** newsletters
- B** tickets
- C** offers
- D** uniforms

**Go to the next
page and continue
working.**

Directions: Read the story and answer the questions that follow.

Member of the Family

- 1 Susannah stood in the snowy field and searched the sky for Scout, her hawk. The sky was empty except for the thin spiral of smoke rising from the chimney of her family's cabin. In the distance she could see smoke from the nearby town. Though it was not often, in good weather Susannah and her family periodically made the half-day trip into town. They would trade hand-sewn clothes and pelts for supplies they couldn't find in the woods.



Susannah's mother was known for her sewing. No one was considered a better hunter and trapper than Susannah's father, and he was very proud of his reputation and skills. Sometimes after the work was completed, Susannah's family would picnic with other families in the small town square.

- 2 That had been before her father had fallen into a trap and injured his leg.

He had been confined to the cabin as his leg healed. Susannah's stomach tightened at the thought of her father inside their cabin day after day. He had always been such an active man, committed to providing for his family. She could see the anguish he felt as he watched Susannah and her mother do all the work. Blinking her eyes to come back to reality, she quickly scanned the sky again. A hawk flew toward the clearing. For a moment Susannah thought it was Scout. But as the bird drew closer, Susannah could see by its color that it had all of its adult feathers.

- 3 Susannah smiled as she thought back to the fuzzy chick Scout had been the first time she saw him. Just days after Susannah's father had been hurt, Susannah had gone out to check his traps. The twelve-year-old had heard an odd squeak and looked down to see Scout on the ground. The hawk's nest, along with its keenly observant mother, was visible in a nearby tree.
- 4 Susannah had approached the bird cautiously. The chick didn't move away. Instead, the baby bird had opened its mouth wide as if waiting for Susannah to feed it. Susannah took a minute to decide what to do. When she returned to the cabin with the newest member of the family, she told her parents her plans. Hawks were known for the strong grip they used to carry their prey. She wanted to raise the bird and teach it how to hunt to help provide food for the family.

- 5 Susannah’s mother had reacted the way the girl had expected, but Susannah assured her mother that caring for the bird wouldn’t get in the way of her other chores. What surprised Susannah was her father’s reaction. He merely stared at the fireplace and said nothing. Susannah wondered if he felt upset about his responsibilities being taken over by a bird.
- 6 That was months ago. Now Scout was almost fully grown and nearly trained. The trick had been to teach the bird to bring her what it had caught. Susannah spent many cold afternoons watching Scout devour lunch on a branch high over her head.
- 7 Now as Susannah searched the sky for Scout, she didn’t care if the hawk returned with dinner, just so long as it returned. Suddenly, she heard a noise behind her. Looking back, she saw her father moving slowly across the clearing. He was using a thick branch as a makeshift crutch. She was thrilled to see he was finally able to leave the cabin, but was worried to think of him watching her work with Scout.
- 8 “I thought I’d come see how that bird of yours is doing,” he said.
- 9 In the stillness of the clearing, Susannah was sure her father could hear her heart pounding in her chest. Then, from a short distance away, she heard a loud squawk. Looking up, she saw Scout. He was clutching something in his claws. As the bird neared, Susannah held out her arm. A few feet from Susannah’s father, Scout dropped the biggest rabbit she had ever seen and then landed gracefully on Susannah’s arm.
- 10 Susannah lifted her other hand and lightly stroked the bird’s head. She then looked at her father. He was holding the hawk’s catch in his hand. He looked up and nodded.
- 11 “That’s quite a bird you have there,” he said. He turned and slowly crossed the clearing toward the cabin.
- 12 Susannah smiled. Dinner would be good, and she was looking forward to sharing it with her entire family.

22 What is the meaning of confined as used in paragraph 2?

- F** To keep inside an area
- G** To place under arrest
- H** To put a border around
- J** To stop from spreading

- 23** In paragraph 2, the author says “Susannah’s stomach tightened” to show that she is —
- A** concerned about her father
 - B** nervous about checking the traps
 - C** feeling hungry
 - D** afraid of the woods

- 24** Read this sentence from paragraph 4.

Instead, the baby bird had opened its mouth wide as if waiting for Susannah to feed it.

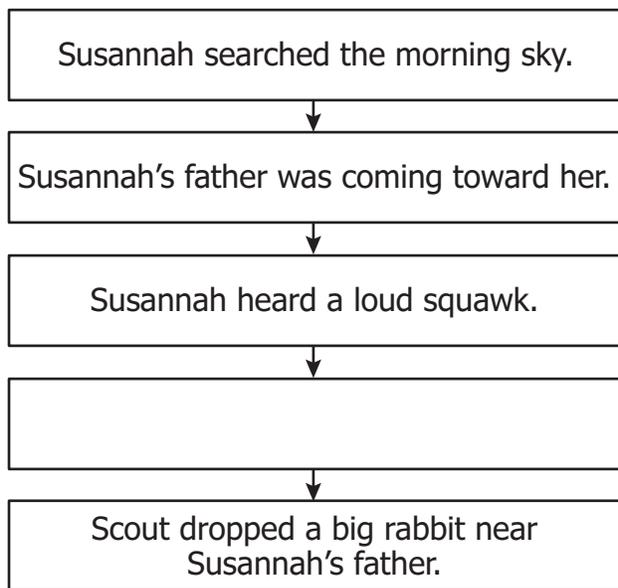
Which of these says the same thing in a different way?

- F** The baby bird appeared nervous.
- G** The baby bird seemed to be hungry.
- H** Susannah wanted to feed the baby bird.
- J** Susannah did not know how to feed the baby bird.

25 Based on Susannah’s actions in paragraphs 6 and 7, the reader may *best* conclude that Susannah —

- A** is concerned about the other hawks in the woods
- B** is worried her father will scare the hawk away
- C** cares for the hawk she has been training
- D** thinks the hawk likes sharing his catch

26 Look at this flow chart.



Which sentence belongs in the empty box?

- F** Scout opened his mouth for food.
- G** Scout was holding something.
- H** Scout ate his catch high in a tree.
- J** Scout landed on Susannah’s arm.

27 Why must Susannah’s family travel into town?

- A** To check the traps
- B** To get supplies they need
- C** To buy hand-sewn clothes
- D** To picnic with other families

28 The author shows that Susannah’s father is *not* fully healed by his —

- F** holding the catch and nodding
- G** saying little about the hawk
- H** moving slowly with a crutch
- J** leaving the cabin by himself

29 Susannah shows that she is a helpful family member by —

- A** finding a baby hawk without a mother
- B** taking care of small creatures
- C** raising a hawk to hunt for food
- D** proving she is not afraid of wild animals

30 Which sentence from this story *best* indicates the story happened long ago?

- F** Susannah stood in the snowy field and searched the sky for Scout, her hawk.
- G** They would trade hand-sewn clothes and pelts for supplies they couldn't find in the woods.
- H** The twelve-year-old had heard an odd squeak and looked down to see Scout on the ground.
- J** He turned and slowly crossed the clearing toward the cabin.

31 Complete the following analogy.

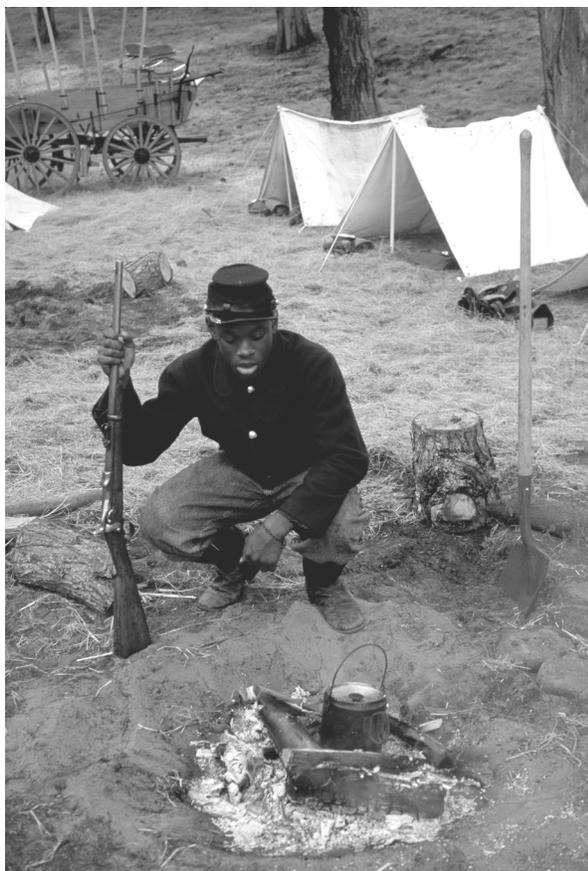
Smoke is to chimney as —

- A** father is to daughter
- B** cloud is to fog
- C** water is to fire
- D** steam is to teapot

Directions: Read the article and answer the questions that follow.

The History of the Buffalo Soldiers

1 For hundreds of years, African Americans have played a significant role in the military of the United States. During the Revolutionary War, about five thousand African Americans fought for America's independence from Britain. More than forty of these troops were under the direct command of General George Washington. At the start of the War of 1812, African Americans were forbidden to serve in the army; however, many of these soldiers became sailors in the United States Navy toward the end of the war. More than 200,000 fought on both sides of the conflict during the Civil War. By the time of the Indian Wars from 1866 to 1891, African-American soldiers were stationed all across the American West and helped settle new territories from Texas to Montana.



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2 **An Act of Congress**

The time was July 1866. The Civil War had been over for only sixteen months. For the first time Congress adopted an act to create six special army units. Each one would be made up only of African Americans. These units were called cavalry regiments, which meant the members of the units rode on horseback.

3 For the next twenty years these men and their horses thundered across the western frontier. These army units built forts and roads. They installed telegraph lines. They protected settlers and led wagon trains. They also battled American Indian (First American) tribes. It was from the Plains Indians that these African-American soldiers got their odd nickname.

4 **The First Buffalo Soldiers**

When American Indians (First Americans) saw the African-American soldiers, they were puzzled. These men fought very hard and were quite tough. They also had thick, curly hair and dark skin. Their hair and their strength in battle reminded some of the tribes of the mighty buffalo. In 1867 all African-American soldiers became known as Buffalo Soldiers. The men wore this new title with pride. They knew it was given with respect.

- 5 The Buffalo Soldiers' regiments did not come to an end when the Indian Wars were over. They went on to fight in Cuba during the Spanish-American War. Hundreds of thousands fought in both World War I and World War II. Although many African Americans fought in later wars in Korea and Vietnam, the Buffalo Soldiers' regiments came to an end in 1944. Units based on horses had become a thing of the past.
- 6 **A Recent Honor**
In 1992 General Colin Powell, the chairman of the Joint Chiefs of Staff and an African American himself, dedicated a memorial to the Buffalo Soldiers at Fort Leavenworth, Kansas. The very military that had once fought to keep African Americans out of the service now honored their memory.

32 Which is the meaning of adopted as it is used in paragraph 2?

- F** to adjust to new surroundings
- G** to take on as one's own style
- H** to vote into law
- J** to become a parent by law

33 Which words in paragraph 4 show why the African-American soldiers reminded the Plains Indians of the buffalo?

- A** pride, tribes, known
- B** fought, respect, puzzled
- C** men, title, hard
- D** tough, strength, mighty

34 Which question is answered under the heading “The First Buffalo Soldiers”?

- F** What caused the Spanish-American War?
- G** Why did the army stop using units based on horses?
- H** When did the Buffalo Soldiers’ regiments come to an end?
- J** Who gave the American Indians (First Americans) their nickname?

35 From the last paragraph, the reader may *best* conclude that —

- A** the Buffalo Soldiers are currently stationed at Fort Leavenworth
- B** the American Indians (First Americans) saw the soldiers hunting buffalo
- C** the Buffalo Soldiers are an important part of American history
- D** the American Indians (First Americans) were afraid of the Buffalo Soldiers

36 How did the military’s views change from the beginning to the end of the article?

- F The military decided to use African Americans only in the navy.
- G The military accepts African Americans into any military situation.
- H The military that once protected settlers now built roads.
- J The military decided to use African Americans only to build forts.

37 What does the author mean by “The men wore this new title with pride”?

- A The soldiers rode majestic horses.
- B The soldiers wrote a book called *Buffalo Soldiers*.
- C The soldiers felt the nickname was an honor.
- D The soldiers were pleased with their uniforms.

38 In July of 1866 Congress created six army units that would —

- F protect General George Washington
- G install only telegraph lines
- H go to battle on horseback
- J fight in the Civil War

39 In what year was the nickname Buffalo Soldiers applied to African-American soldiers?

- A** 1812
- B** 1866
- C** 1867
- D** 1992

40 In this article, General Colin Powell is the person who —

- F** commanded Buffalo Soldiers in the Revolutionary War
- G** convinced Congress to create the Buffalo Soldiers' regiments
- H** ordered the Buffalo Soldiers' regiments to come to an end
- J** dedicated a memorial to the Buffalo Soldiers

41 Which idea about the American Indians (First Americans) is presented in this article?

- A** They built many forts and roads that we use today.
- B** They formed their own Buffalo Soldiers' regiments.
- C** They did not understand the African-American soldiers' appearance.
- D** They were units of soldiers in the army that fought on horseback.

42 Why does the author have some words in bold print?

- F** To vary the appearance of the article
- G** To highlight the main topics
- H** To compare different sections
- J** To summarize the article

43 The author *most likely* wrote this article to —

- A** inform the reader about the Buffalo Soldiers
- B** entertain the reader with a story about the Civil War
- C** explain why units that rode horses came to an end
- D** persuade the reader to research Buffalo Soldiers

44 To find out more about the Buffalo Soldiers, a student should use —

- F** an encyclopedia
- G** a dictionary
- H** a thesaurus
- J** an almanac

You do not need to read a passage to answer the following question. Read and answer the question.

45 Which word contains a prefix that means under?

- A** impolite
- B** preschool
- C** subway
- D** multicolored



Answer Key-6063-R0118

Test Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
1	C	002	Demonstrate comprehension of printed materials
2	H	001	Use word analysis strategies and information resources
3	A	001	Use word analysis strategies and information resources
4	H	002	Demonstrate comprehension of printed materials
5	B	002	Demonstrate comprehension of printed materials
6	F	002	Demonstrate comprehension of printed materials
7	C	002	Demonstrate comprehension of printed materials
8	G	002	Demonstrate comprehension of printed materials
9	D	002	Demonstrate comprehension of printed materials
10	F	002	Demonstrate comprehension of printed materials
11	B	001	Use word analysis strategies and information resources
12	H	002	Demonstrate comprehension of printed materials
13	B	002	Demonstrate comprehension of printed materials
14	G	002	Demonstrate comprehension of printed materials
15	D	001	Use word analysis strategies and information resources
16	F	001	Use word analysis strategies and information resources
17	B	002	Demonstrate comprehension of printed materials
18	J	002	Demonstrate comprehension of printed materials
19	B	002	Demonstrate comprehension of printed materials
20	F	002	Demonstrate comprehension of printed materials
21	D	002	Demonstrate comprehension of printed materials
22	F	001	Use word analysis strategies and information resources
23	A	002	Demonstrate comprehension of printed materials
24	G	002	Demonstrate comprehension of printed materials
25	C	002	Demonstrate comprehension of printed materials
26	G	002	Demonstrate comprehension of printed materials
27	B	002	Demonstrate comprehension of printed materials
28	H	002	Demonstrate comprehension of printed materials
29	C	002	Demonstrate comprehension of printed materials
30	G	002	Demonstrate comprehension of printed materials
31	D	001	Use word analysis strategies and information resources
32	H	001	Use word analysis strategies and information resources
33	D	002	Demonstrate comprehension of printed materials
34	H	002	Demonstrate comprehension of printed materials
35	C	002	Demonstrate comprehension of printed materials
36	G	002	Demonstrate comprehension of printed materials
37	C	001	Use word analysis strategies and information resources
38	H	002	Demonstrate comprehension of printed materials
39	C	002	Demonstrate comprehension of printed materials
40	J	002	Demonstrate comprehension of printed materials
41	C	002	Demonstrate comprehension of printed materials
42	G	002	Demonstrate comprehension of printed materials
43	A	002	Demonstrate comprehension of printed materials
44	F	001	Use word analysis strategies and information resources
45	C	001	Use word analysis strategies and information resources

Grade 6 Reading, Core 1

If you get this many items correct:	Then your converted scale score is:
0	000
1	118
2	162
3	189
4	209
5	225
6	238
7	250
8	261
9	270
10	279
11	287
12	295
13	303
14	310
15	317
16	323
17	330
18	336
19	342
20	348
21	355
22	361
23	367
24	373
25	379
26	385
27	391
28	398
29	404
30	411
31	418
32	425
33	433
34	441
35	449
36	458
37	468
38	479
39	491
40	504
41	521
42	541
43	568
44	600
45	600